

**Lockport City School District
Kindergarten ELA
Unit 4: Adventures
Aligned to the Common Core 2011-2012**

Unit 4 Title: Adventures

Rationale: Students who are college and career ready demonstrate independence, build strong content knowledge, comprehend as well as critique, come to understand other perspectives and cultures, respond to vary demands of audience, and technology and digital media strategically and capably.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note: highlighted standards are formally assessed within this unit.**

Reading for Literature

Reading for Information

Ask and answer questions about key details in a text, with prompting and support. (RI.K.1)

Identify the main topic and retell key details of a text, with prompting and support. (RI.K.2)

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place or thing or idea in the text an illustration depicts). (RI.K.7)

Actively engage in group reading activities with purpose and understanding. (RI.K.10)

Reading Foundational Skills

Demonstrate understanding of the organization and basic features of print. (RF.K.1abcd)

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that spoken words are separated by spaces in print.
- d. Recognize and name all upper-and lowercase letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2d)

d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme (consonant-vowel-consonant, or CVC) words.

Writing

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

(W.K.2)

With guidance and support from adults, respond to questions and suggestions from peers and adults and add details to strengthen writing as needed. (W.K.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.K.6)

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.K.11)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)

With guidance and support from adults from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.K.1)

a. print upper and lower case letters

b. use frequently occurring nouns and verbs

d. Understand and use question words (interrogatives), (e.g. who, what, where, when, why, how)

f. Produce and expand complete sentences in shared language activities.

Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing. (L.K.2)

- a. Capitalize the first word in a sentence and the pronoun I
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Speaking and Listening

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)

Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)

Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

ESSENTIAL QUESTIONS:

- What is an adventure?
- Where will our adventures take us?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** *How to* identify main idea, supporting details, use of facts, text illustration, cause and effect, how to classify and categorize, how to locate the reasons an author gives to support points in a text, actively engage in group reading to understand a text.

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the development of, and ask students to perform/do?)

- **Identify, from informational text read:** Main idea, supporting details, use of facts, text illustration. Cause and effect, classify and categorize, compare/contrast, identify reasons an author gives to support points in a text, discuss the purpose and understanding of the text.

- **Strategies to teach while reading literature:**

How to identify main idea, realism from fantasy, the sequence of events in a text, character traits, setting, plot, the reasons an author gives to support points in a text, how to retell familiar stories. Students will learn that illustrations support text.

- **Strategies for writing informative/explanatory text:** *How to* state an opinion, compose informative/explanatory text, sequence, use a variety of digital tools, create a thematic presentation and provide a personal reaction to the event. Students recall information from experiences to answer given questions.

- **Strategies for selecting appropriate research and publication tools online.**

- **Strategies for applying and improving use of conventions:** *How to* use upper and lowercase letters appropriately, spell some simple words phonetically, use appropriate spacing, sort picture facts into categories, revision in conversation, research with assistance from older peers or adults.

- **Strategies for demonstrating speaking, listening, and collaborative learning skills:** *How to* practice active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, produce and expand complete sentences, using drawings to share details.

- **Students will respond to literature** main idea, realism/fantasy, sequence of events, character, setting, plot, retell familiar stories, identify reasons an author gives to support points in a text. Students will describe relationships between text and illustrations.

- **As writers of informative/explanatory text,** state an opinion, compose informative/explanatory text, sequence, use a variety of digital tools, create a thematic presentation which includes their reaction to the events. Students recall information from experiences to answer given questions.

- **Use internet to research and publish writing.**

- **Apply conventions:** Use upper and lowercase letters appropriately, spell some simple words phonetically, use correct spacing between words, sort picture facts into categories, revision in conversation, research with assistance from older peers or adults.

- **Demonstrate speaking, listening, and collaborative learning skills:** Active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, using drawings to share details. Students will respond and

<ul style="list-style-type: none">• Strategies for Applying Foundational Reading Skills: <i>How to</i> apply concepts of print, rely on phonological awareness to represent all sounds and simple CVC words, phonics, and word recognition to read fluently while tracking print. Students recognize spoken words can be represented by written text.	<p>expand to teacher prompts to create complete sentences.</p> <ul style="list-style-type: none">• Foundational Reading Skills: Print concepts, phonological awareness, phonics and word recognition, fluency following text from left to right and top to bottom. Students ideas/words can be represented by text.
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PHASE TWO: ASSESSMENT EVIDENCE	
Post-Assessment Task Unit 4 Culminating Task	Formative Assessment Process:
What will the student do or produce to demonstrate their understanding and abilities?	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
Students will..... <ul style="list-style-type: none"> • Learners will, with teacher support, brainstorm potential questions that will then guide their research about fiction and non-fiction adventures. <u>This will be captured on their note-sheet.</u> (RI.K.1) (W.K.5) • Learners will search a variety of informational texts to gather facts about fiction and non-fiction adventures. They will determine what the main topic is of each text they read as well as several key details. <u>This will be captured on their note-sheet.</u> (RI.K.2) (W.K.7) • Timed Writing: Each learner will write about the characteristics of a non-fiction adventure. (W.K.2) (W.K.5) (L.K.1a, b), (L.K.2 a,b) • They will use teacher feedback to revise and improve their work, which may then be used for summative assessment purposes (i.e. taken for a grade). <u>This data will also be captured</u> 	Teacher will..... <ul style="list-style-type: none"> • Lead a full class conversation about the questions we can ask while researching non-fiction adventures. • Support writers as they capture guiding questions for research on their note-sheets. • Provide access to various print and digital texts about fiction and non-fiction adventures. Guide them toward the identification of main topics and key details. Support them in documenting in note-sheets. • Provide little support to writers as they complete the timed writing task. Collect. Use rubric to capture baseline assessment data and frame feedback for writers. • Provide feedback to writers on timed writing tasks and guide revisions.

<p><u>for NYS post-assessment purposes.</u> (W.K.2) (W.K.5) (L.K.1a, b), (L.K.2 a,b)</p> <ul style="list-style-type: none"> • They will use what they have learned to draft a non-fiction adventure scrapbook that includes at least two facts about non-fiction adventures. This will be done using digital tools. (RI.K.1)(RI.K.2)(W.K.2)(W.K.6)(W.K.11) • Learners will use a criteria-specific rubric to self-assess and the note-sheet to reflect and set goals. They will revise their draft, which will be submitted to the teacher. (W.K.2) (W.K.5) (W.K.6) (W.K.11) • The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. <u>Findings from peer review will be captured on their note-sheets.</u> (W.K.5) (SL.K.3) (SL.K.6) • Learners will revise their work in response to feedback received and publish it for an authentic audience. This may be used for summative assessment purposes. <u>Data from this work will also be captured for post-assessment purposes.</u> (W.K.2) (W.K.5)(W.K.11)(SL.K.4)(SL.K.5) • Learners will submit note-sheets for NYS post-assessment purposes. 	<p>Collect for summative assessment purposes, if you wish. Submit data for NYS post-assessment purposes.</p> <ul style="list-style-type: none"> • Support writers as they create their scrapbooks, using selected digital tools. • Support writers as they use rubric to self-assess, reflect, and set goals. These will be captured in note-sheets. • Support them in revisions, and collect. • Use rubric to assess and frame feedback to writers. • Provide feedback to writers and coach them to use peer-review process. Help them capture findings from peer review in note-sheets. • Support writers as they revise in response to feedback and publish final projects. Collect and use for summative assessment purposes, if you wish. Submit data for NYS post-assessment purposes. • Collect and score note-sheets. Submit for post-assessment purposes.
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**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE
LITERACY BLOCK**

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening, and speaking and/or language skills	Textbook leveled readers Rubrics Checklists Annotated records
SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT	Cause and effect Classify and categorize Compare/contrast Main idea Realism/fantasy Sequence of events Character Setting Plot Retell familiar stories Identify reasons an author gives to support points in a text Active listening Take turns while others speak Speak clearly Sharing found facts Asking questions for clarification Using drawings to share details	Scott Foresman Reading Street *Bunny Day *Homes Around the World *My Lucky Day *The Night Worker *Goldilocks and the Three Bears *If You Could Go to Antarctica *Abuela Relevant Individual or small group-selected text Rubrics Checklists Annotated Records